

Guidance for Developing the Limited English Proficiency (LEP) Plan

- Every district must submit an annual LEP Plan update (or a new plan if the district has never submitted a plan before), even if the district has an approved plan on file. Updated Plans must include each element in this document. District needs and demographics change every year, therefore each district should have annual updates and improvements to include in their plan!
- Plans should be submitted to each districts' Board, should be distributed to each school and should be kept on file at the district office.

Progression of a Student Through the LEP Program

- a. Enrollment in School/Home language Survey (HLS) given at registration
- b. Identification as Potential LEP through HLS
- c. Language Proficiency Assessment Determines Need for LEP Services
- d. Provision of Appropriate LEP Services
- e. Transition out of LEP Services
- f. Monitor Ability to Participate Meaningfully/Students are monitored for 2 years

District _____

School Year: _____

I. **Introduction**

1. What is the size of your school district (# of schools)?
2. What is the district's total student enrollment?
3. What is the district's ethnic minority?
4. How many Limited English Proficiency (LEP) Students are enrolled in the school district?

II. **Program Goals**

1. Please identify 2-3 overall goals for your district's LEP Programming.
 - *The LEP/Title III Plan needs to ensure that LEP students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that all children are expected to meet.*

III. **Identification of Primary Home Language Other Than English (PHLOTE)**

1. What are the district's procedures, timeline and process for identifying PHLOTE students?
 - Home language surveys must be collected for all students. If a home language survey comes back with a home language other than English indicated, that student must be tested for English language proficiency with the IELA placement test. If the student tests below proficient on this placement test, the student qualifies for a language development

program. The district is then required to send a letter to the parents of the student, notifying the parents that their child has been placed in a specific language development program. The parent must be given the right to waive services. The student then must be given specific services to develop his/her English language ability.

- Requirements for this process are within 2 weeks of the commencement of the school year, or when the student first enrolls in the district.

IV. Assessment of English Language Learners – Idaho English Language Assessment (IELA)

1. Who will administer the IELA and how will personnel be trained?
2. How will you collect, archive and disseminate the test data/results?
3. Where will the test data be located?
4. How will your school district set standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading and writing, as well as measurement against state standards?
5. How will the data be used to make decisions about instruction so that LEP students meet language proficiency targets and AYP?
6. *How will the district use the funds to meet the Annual Measurement Achievement Objectives (AMAOs)? State AMAO's will be realigned to the statewide test in 2006.*

V. Exiting from LEP Services

1. Describe the school district's procedures for exiting a student from the LEP program?
2. How will classroom teachers be notified of the exiting of students from the LEP program and the 2-year LEPX classification? (LEPX = monitored for 2 years).

VI. Monitoring

1. How will students be monitored once they have exited from the LEP program?
2. Who will monitor students who have exited from the LEP program?
3. What are the procedures for re-admitting monitored students into the district's LEP program if they begin to fall below English proficiency again?
4. Describe how your district will ensure that programs are carried out under this grant.

VII. Instructional Program and Educational Approaches for LEP students

1. What is the district's educational approach? (ESL, transitional bilingual education, structured English immersion, dual language, etc.)
 - o Is the model chosen recognized as a sound approach by experts in the field and researched based?
 - o Is there detail regarding what using the methodology looks like in the district?
2. What specific instructional methods and programs will be used to develop LEP student's English proficiency?
 - o Are the programs consistent with the district's educational approach?
3. Does the description of the program of services for LEP students reflect the methods and services the district will use to ensure that LEP students can meaningfully participate in the academic and special programs offered by the district?
4. How and where will the programs and services be delivered?
5. How do the programs and services address the special need of LEP students in regular content classes?
6. What curriculum will the district use to develop LEP student's English proficiency? *Curriculum will follow method of instruction.*
7. How will the language program and academic program be monitored?
8. Does the plan include standards and criteria for the amount and type of services to be provided?
 - o What process is used to determine the appropriate amount and type of services to be provided?
9. How will the school district assist students who are having difficulty meeting the objectives?

VIII. Staffing and Professional Development

1. Describe the methods and criteria the district will utilize to ensure that all staff is qualified to provide the services to LEP students.
2. What steps will be taken by the district to recruit and hire qualified staff for its LEP program?
3. Describe what is being planned for certification of paraprofessionals who work with LEP students.
4. What will be the district's process and timeline for identifying the professional development needs for the staff based on NCLB regulations and the identified programs goals?
5. How will the district ensure that all teachers in any language instruction are fluent in English?
6. What is the process to evaluate that the professional staff development is sufficient in intensity and duration and will have a lasting impact on the teacher's performance in the classroom?

IX. Equal Access to other school district programs

1. Describe the district's methods for identifying Special Education and Gifted and Talented students.
2. List the number of LEP students in Special Education.
3. List the number of LEP students in the Gifted and Talented program.
4. Describe the process and steps taken by the school district to ensure the LEP students have an equal opportunity to participate in extracurricular and nonacademic activities.
5. How are LEP students and their parents notified of the available programs and activities in the school district?

X. **Parent and Community Involvement**

1. Describe how the school district will communicate to the parents in the appropriate language: the NCLB law, student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events.
2. Describe the process and procedures that will be used to inform parents of their child's placement and progress in the district's LEP program.
3. Are procedures included for newly enrolled students, in a language that the parents understand, of the availability and type of program of services and other options for LEP students?
4. What role will parents and community members play in making decisions on programs for their children?
5. How will the district implement a written guidance for parents informing them of their rights to remove their child from a language instruction program upon their request and how the district will assist parents to choose another program or method of instruction?
6. How will the school district promote parental and community participation in programs for LEP students?

XI. **Program Evaluation, Review and Improvement**

1. What will the district do to ensure that the programs are being implemented effectively?
 - Do information collection practices support a valid and objective appraisal of program success?
 - Is observation as well as document review considered?
2. Describe how your program is monitored throughout the school year and the process for modification or alteration if it is not meeting the program goals?
 - Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process?
3. List and describe the documentation used to evaluate the district's program.
 - Is data maintained so that the success of district programs can be measured in terms of student performance?

- Is there a process to document students after they have exited the program?
- 4. Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement?
- 5. How will the district hold schools accountable in meeting AMAOs, AYP?
- 6. How will the district ensure that schools are conducting yearly testing?